

Toad Hall Nursery (Ripley)

Ripley C of E School, Georgelands, Ripley, Woking, Surrey, GU23 6DE

Inspection date

02/05/2013

Previous inspection date

21/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are learning well and gaining appropriate skills for the future as they progress towards the early learning goals with the support of the staff working with them.
- Children's growing independence is supported well because staff encourage them to develop their self-help skills; even older babies are recognised for their capability.
- Staff treat all children with kindness, which fosters their emotional well-being effectively. This results in happy children who show a strong sense of belonging.
- The nursery invites parents to attend special events, enabling them to share in nursery life and join in with their children's learning.

It is not yet outstanding because

- Staff do not always use maximise learning opportunities for the children in the garden to enable them to use resources to investigate and explore further.
- Staff do not make best use of everyday routines to develop older children's understanding of addition and subtraction.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and the interaction of children and staff in the indoor and outdoor learning environments.
- The inspector had discussions with the manager and staff and spoke with children.
The inspector checked evidence of staff suitability and qualifications and sampled
- other documentation, including children's assessment records and the nursery's improvement plan.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Debbie Newbury

Full Report

Information about the setting

Toad Hall Nursery, Ripley registered in 1999. It is part of the Toad Hall Nursery Group which owns 13 other nurseries. The nursery operates from a purpose-built building situated in the grounds of Ripley Church of England School in Ripley near the town of Woking in Surrey. It is close to the local village and motorway services. The nursery serves the local community and surrounding areas. It offers full- and part-time care, school days and flexi sessions and is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery closes on bank holidays and for a week between Christmas and New Year. Children are cared for in age related rooms and share access to an enclosed garden.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It accepts children aged from three months to under five years of age. There are currently 57 children on roll, whose ages range from 10 months to four years. The nursery welcomes children with special educational needs and/or disabilities and children who speak or hear English as an additional language. It is in receipt of funding for the provision of free early education to children aged two, three and four years.

There are currently 13 staff employed to work with the children. Of these, 10 hold appropriate early years qualifications and one member of staff is studying for a qualification at level 2. Four members of the staff team are currently on maternity leave. The nursery receives support from the local authority childcare services.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide a broader range of interesting resources outside to maximise learning opportunities for all children and encourage them to explore further
- provide older children with more opportunities to investigate simple addition and subtraction as part of the daily routine.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make positive strides in their learning and gain skills that will support them when they move on to the next stage of their education. Staff have a clear understanding of their role and responsibility as key person to provide children with individual support. Children's learning journals reflect the good progress they make. The staff share this information with parents and encourage them to contribute to their children's learning and development. Staff have successfully implemented the required progress check to monitor children's development when they are aged between two and three years.

Staff promote children's independence well and encourage them to play an active role in nursery life. Staff encourage all children to serve themselves at meal times. Toddlers and pre-school children take on different helping roles. Staff ask younger children specific questions, such as 'who wants to choose a story?' They make this slightly more challenging for older children as they encourage them to think about the different tasks that need to be completed. Children then decide what tasks they would like to be responsible for. Staff effectively support children's developing communication skills as they talk and sing to children and promote conversation. They acknowledge babies' sounds and gestures and introduce simple language, which some young children are beginning to repeat. Babies are familiar with some nursery rhymes and join in with the associated actions, which helps them begin to understand the meaning of words. Staff are introducing older children to phonics through the company's phonics programme. Children demonstrate good awareness as they successfully identify the initial sounds of different animals.

Children enjoy playing with water in the garden. Older babies dabble their hands in it and are encouraged to pour containers of water into angled pieces of guttering. Older children search out the large sparkly sequins that have been placed in the water tray. They put these in the guttering and then use water power to make the sequins move. Staff take out specific items to support outdoor planning and provision. For instance, toddlers enjoy wellington boot painting and they dip their hands in a bowl of water to feel grains of rice. However, staff do not fully maximise learning opportunities in the outdoor environment by providing a broad range of interesting resources that children can access independently. For instance, children act out the role of builders, putting on hard hats and using a toy drill but staff do not make sure they can help themselves to bricks or large blocks to develop their ideas further. Children use the toy metal detector but there are no batteries in it, hindering their use of technology resources.

Toddlers explore mark making as they use paint stampers on large pieces of paper. Children enjoy exploring the sand and are keen to add water to this. Staff draw their attention to how this changes the sand, introducing relevant descriptive language. Older children choose to draw round wooden numeral and letter shapes, remaining fully engrossed. They are keen to share their efforts with staff who encourage them to identify the different symbols. Older children often use mathematical language in conversation and as part of their play. However, staff do not make best possible use of daily routines, such as laying the table, to develop children's understanding of estimation and simple addition and subtraction. Children explore different ways of moving, they run, jump and skip, making good use of the whole garden area. Staff then encourage children to think about how they are feeling, which leads to discussions about the effect of exercise on their bodies. Children announce that they get 'hot', that their 'legs get tired' and they feel 'soggy.' Staff explain that they sweat and remind them of the importance of having

something to drink after exercise.

The contribution of the early years provision to the well-being of children

The nursery promotes children's emotional well-being effectively. All children display a strong sense of belonging as staff treat them with kindness and affection. Staff greet children warmly when they arrive at nursery and they respond positively when young children lift up their arms to be picked up. Small but important touches, such as displaying photographs of the children's families, add to the children's sense of belonging. This is especially important for the babies who can easily reach the family board display and detach photographs of the special people in their lives. Children behave well. Staff intervene as necessary to explain about the need to share and take turns. They notice when children show consideration for others and comment favourably on this. These measures help to promote the expectation for polite, cooperative behaviour and effectively support children's personal, social and emotional development. The completion of 'all about me' forms when children first start at the nursery and effective settling-in procedures help staff find out about the individual needs of children. Children visit the rooms they will be moving up to and there is a handover of information between key persons. These arrangements are designed to ease the transition of children into nursery, both when they first start and as they move rooms.

The nursery promotes children's physical well-being well. Staff take all children outside at least twice a day. The garden offers scope for free movement and opportunities to explore a variety of equipment to support physical development. Children develop control and coordination and demonstrate good awareness of space. Staff respect the individual routines of babies, allowing them to sleep when they wish. Staff are vigilant about making sure that children wear sunhats and have sun cream on when they go outside to play. Older children explain that this is because the sun is hot and will burn them. Children eat healthy, nutritious meals and snacks, which are prepared on site. These have regard for children's individual dietary needs. Children learn how to keep themselves and others safe with the support of staff. For instance, staff encourage children to pick up their aprons when they drop them on the floor, explaining that someone might slip. Pre-school children help to carry out a safety check of the garden and everyone takes part in regular fire drills.

The effectiveness of the leadership and management of the early years provision

The inspection was brought forward because of a notification of a concern about the key person system and the number of staff changes that have taken place in recent months. The nursery has been through an unsettling period, the circumstances of which have been beyond its control. These have meant changes at both staff and management level. New systems have been introduced, such as allocating a primary and secondary key person for each child. There have also been handovers in instances where staff have left the nursery to help to create continuity in care for children. The manager has tried to keep parents

informed by including a staff update in her monthly newsletters. Other measures, such as a communication book have also been introduced in response to particular communication issues where relevant information has not been passed on. Management and staff are working very hard to develop the provision. Morale is good and staff work well together as a team.

The nursery's use of self-evaluation means that they have a good idea of their strengths and areas for further development. The manager has completed room audits with staff, enabling them to reflect on their own practice and to be an integral part of the process for improvement. All staff have to complete mandatory training, which includes health and safety, equality and diversity and food safety. The importance of continuous professional development is recognised and there are systems in place to promote and support this. The nursery maintains all required documentation. Management and staff have a secure understanding of their responsibility to safeguard the children who attend the nursery. There are good systems in place to promote a safe and secure environment. Staff supervise children carefully and they are particularly vigilant when children are playing outside in the garden. For instance, they conduct frequent head counts. There are detailed safeguarding policies and procedures in place, which staff are familiar with. There are robust procedures in place for the recruitment and vetting of staff and to help assess their ongoing suitability.

The company website, parent handbook and information put on display in the nursery foyer provide detailed information about the nursery. Parents are able to spend time talking to staff and those with younger children receive a daily sheet about their child's care during the day. The nursery holds parents evenings throughout the year, enabling parents to discuss their children's progress and view their learning journals. They also share in their children's learning by attending special events, such as 'stay and play' sessions and a baking afternoon to celebrate Burns Night. Parents are mostly very pleased with the nursery. They are positive about the staff team and feel that their children are very happy. Their comments include 'we know who our children's key person is, what they doing to support them to get ready for school and they want to know what we do with our children at home.' Another notes 'staff are attentive to the children and it is nurturing here.' Staff understand the importance of working in partnership with other early years settings that children attend. The nursery works closely with professionals and agencies in the community who are supporting individual children and their families. This promotes a shared approach to children's care, learning and any extended support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	120287
Local authority	Surrey
Inspection number	911837
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	57
Name of provider	Carerom Limited
Date of previous inspection	21/02/2011
Telephone number	01483 222020

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

